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REMEDIAL READING PROGRAMME

C O N T E N T S

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H. G. Schlotzhauer,
School Inspector,
Middlesex No. 1 & Oxford No. 3.

H. A. Griffith,
School Inspector,
Middlesex No. 2 & Oxford No. 4.

R E M E D I A L R E A D I N G

INTRODUCTION

In a good reading programme one cannot distinguish between the remedial elements and the basic development of reading skills; in a good reading programme each child is instructed in the skills for which he is ready and which form the next steps in a pattern of sequential reading development. Because of present day usage, this advisement will consider remedial reading as the diversified assistance given to a child who is capable of achieving at a higher grade level than the one at which he is working.

Not all children having difficulty with reading are in the need of a remedial reading programme. Certain children introduced to a reading programme before they are mentally ready will not make satisfactory progress when compared with the average child. Children with limited language development cannot be expected to proceed as quickly as children with a rich speaking vocabulary. Children whose physical maturation has not kept pace with that of most children may lack the required visual acuity for success in reading.

New-comers to Canada and children from homes where English is not the native language likewise are not basically in need of remedial reading. Children, whose first need is an opportunity to learn to speak basic English so that they can express themselves orally in the language, are not in need of remedial reading. After these children have achieved some mastery and fluency in English, they can be introduced to a regular reading programme with the teacher remembering that because of age some may be expected to proceed through the developmental reading programme fairly rapidly.

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The Need for Remedial Reading

The necessity for a child to receive special assistance may be due to one or more of the following factors. While this list is not intended to be exhaustive, it does indicate some of the common factors contributing to reading retardation.

1. Too short a term devoted to reading readiness activities. When a child is started on a formal reading programme, without the necessary background, the work proves to be too difficult; he does not succeed with the day to day tasks; valuable school time is lost with activities which are not suitable.
2. Certain children miss basic skills because of social immaturity. Children of this group find early adjustment to school life difficult and during the adjustment period are not efficient academic learners.
3. A child whose early school experiences are with teachers whose competence in teaching reading skills is limited, may miss skills needed for sequential and steady growth.
4. A child who is promoted from grade to grade because of age, and whose specific needs are not met, may find himself confronted with reading material for which he is not prepared.
5. The child who is absent from school when new skills are taught similarly finds himself at a disadvantage.
6. The child with undetected vision and/or hearing disability very often does not progress satisfactorily.

Tenets of a Good Remedial Programme

1. A good remedial programme for a particular child becomes his school reading programme. Remedial reading is not appended to a regular grade programme.

Tenets of a Good Remedial Programme (continued)

2. Remedial teaching should be preceded by thorough diagnosis. This diagnosis includes assessment of physical factors such as hearing, vision and general health. An estimation of the child's mental age is essential. An inventory of his reading strengths and weaknesses is imperative. A summation of school experiences, readers used, and techniques tried is also of utmost importance.
3. With the information gained from the case study, a successful teacher will tentatively outline her programme for the child listing the skills for which the child is ready and upon which further progress will be based.
4. For each skill listed the teacher must plan regarding the materials and techniques to be used. Usually there will be new avenues of approach. A good remedial programme does not rely upon copious use of workbooks. A child should not be placed in a reading group in which he cannot participate successfully, in the hope that by some magical means he will gain "something from the experience." Research shows that in such instances the greatest gains are the feelings of incompetence and frustration which the child develops.
5. The good programme makes use of vital interest areas as themes. Reading is primarily a combination of skills. The ability to read therefore depends to a large extent upon the acquisition of these skills - it is not a subject to be learned per se but a part of all subjects. Therefore, as themes, topics from subject areas such as science, health, and social studies may be incorporated advantageously.

Who is responsible for the Remedial Programme?

The classroom teacher is the person concerned with, and responsible for, remedial instruction.

Where can help be obtained?

1. The guide book prepared by the various publishers to accompany the approved reading series.
2. In many school systems Boards employ reading consultants, remedial-reading teachers, primary supervisors, itinerant-auxiliary teachers. These people are able to provide assistance to teachers who have in their classes children who are in need of diversified assistance.
3. The Auxiliary Education Services Division conducts a summer course in which remedial work in basic subjects is given as an option. Many teachers and principals avail themselves of this opportunity and find this course valuable in regular classroom work.
4. Assistance can be sought from other teachers, principals, local inspectors, and members of the Auxiliary Education Services Division.

General Factors to be Investigated

The classroom teacher, to gain insight into the problems of a child having difficulty with reading, should seek information with regard to the following areas.

1. Health. Is he well nourished, alert, active?
2. Hearing and vision. Is there any reason to believe he is having difficulty hearing the differences between sounds in words? Can he see clearly? Do his eyes seem to tire easily when reading? Are his glasses clean? The school nurse can be asked to help in this area.

General Factors to be Investigated (continued)

3. School progress. At what age did he enter school? How frequently has he had a change of teacher? Has he been retarded or accelerated? What have his previous teachers reported about his strengths, his learning difficulties? What standardized test results are available?
4. General adjustment to school. Does he have friends? Is he generally relaxed and happy? Has he ever been referred to the school psychologist or to a guidance clinic? If his emotional problems are severe, you will need professional help in knowing what you can do for him in the classroom.
5. Family. Are there conditions at home (either temporary or permanent) that might affect his learning at school?
6. Abilities other than reading? Is he a leader in any field? What does he feel he does best or likes best? Does he have interests or hobbies that might be springboards for help in reading?
7. Specific difficulties in reading. Does he understand what he reads? Does he ask for help with more than three or four words on a page, leading you to suspect that the book he is reading is too difficult? Does he have an adequate sight vocabulary? Does he have any method of attacking unfamiliar words? How does he feel about reading?

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To assist the teacher in ascertaining what word-attack skills a pupil has or has not, the following technique is suggested:

1. Make a copy of the Primary Reading Skills found on pages 9 - 11.
2. Have available a graded series of readers (any authorized series)
3. Estimate for each child the reader which it is felt he might be able to read.
4. Count and record each error made by the child in reading approximately 100 running words. (Proper nouns are not counted.) If five or fewer errors are made, give the child the next higher reader. If more than

4. five errors are made, give the child the next lower reader. Continue until the child is reading at a level where approximately five errors in 100 running words are made. Check for comprehension at this level. The child can be expected to answer correctly 75% or more of questions asked about material read. If the child is unable to do this, check for comprehension at the next lower reader. This will be a fairly accurate estimate of the grade level of material to use.
5. Examine the errors made and on the reading-skills sheet check off those skills which the child has learned.
6. Begin with the first skill where the child was not competent and teach the skills in sequence as outlined.
7. Provide reading material of the grade difficulty as estimated in step 4 above.
8. Remember that group mental tests involve reading and may underestimate his true ability. Have an individual mental test if possible. Compare his mental age with the reading age attained on his last standardized test. If the reading age is within six months of the mental age, he need not be considered retarded in reading.

When you have assembled all the facts you can, look them over as a whole and try to get a complete picture of the several things in this child's life that have made him a poor reader. It would be a good idea to talk over the situation with your principal, supervisor, reading consultant, school inspector, or nurse. Together you may be able to arrive at the possible causes of his difficulty and to plan the best course of action to help him. Look for a positive way to begin, remembering that everyone responds best if he is doing something in which he is interested and in which he feels that he can be successful soon. A good reading programme is built upon skills already consolidated and proceeds sequentially.

LEVELS OF READING

I. Independent Reading Level

This is the level considered suitable for supplementary and independent reading. The child should be able to read the book at home or school without aid. The material should cause no difficulty and have high interest value.

1. A minimum comprehension score of at least ninety per cent (correctly answer 9 out of 10 questions on content, inference)
2. Oral reading characterized by proper phrasing; accurate interpretation of punctuation; use of conversational tone etc.
3. Accurate pronunciation of ninety-nine per cent of the words. (Only 1 mistake in 100 running words.)

II. Instructional Reading Level

This is the teaching level. It should be noted that usually with remedial pupils, material should be selected based upon 1) interest according to age and experience and 2) reading difficulty based upon instructional reading level. The reading material must be challenging but not too difficult.

1. A minimum comprehension score of at least seventy-five per cent. (Correctly answer 7 or 8 questions out of 10)
2. Freedom from tension in the reading situation.
3. Accurate pronunciation of ninety-five percent of the running words. (Not more than 1 error in 20 running words.)

III. Frustration Reading Level

This level is to be avoided. The child can read the material falteringly but so poorly that comprehension is inadequate. The material is too difficult and frustrates the pupil.

1. A comprehension score of less than fifty per cent. (Correctly answer less than 5 questions out of 10.)
2. Oral reading characterized by--word by word reading, failure to interpret punctuation, substitutions, repetitions, etc.
3. Accurate pronunciation of less than ninety per cent. (More than 1 error in 10 running words.)

IV. Capacity Level

This is the level that a child is able to understand when listening to someone read or talk. The pupil must understand the selection and be able to express himself accurately.

1. A comprehension score of 75% (Answers correctly 7 or 8 questions based on what he has heard.)
2. Accurate pronunciation of words comprising the general and special vocabulary.
3. Precise use of words in describing the facts or experience.

Reference: Betts, E. A. Foundations of Reading Instruction,
American Book Company

Reading Skills for all Grades +

A. Developmental Reading

1. Skill in the mechanics of reading

- a. Development of a large sight vocabulary
- b. Development of skill in identifying unfamiliar words.
- c. Development of good eye-movement habits
- d. Development of proper habits of posture, holding books, and so on
- e. Development of speed and fluency in silent reading
- f. Development of oral reading skills; phrasing, expression, pitch, volume, enunciation

2. Skill in reading comprehension

- a. Acquisition of a rich, extensive, and accurate vocabulary
- b. Ability to grasp the meaning of units of increasing size; phrase, sentence paragraph, whole selection
- c. Ability to find answers to specific questions
- d. Ability to select and understand main ideas
- e. Ability to understand a sequence of events
- f. Ability to note and recall details
- g. Ability to grasp the organization of the author's plan
- h. Ability to follow directions accurately
- i. Ability to evaluate what one reads
- j. Ability to remember what one has read

B. Functional Reading

1. Ability to locate needed reading material

- a. Use of index
- b. Use of table of contents
- c. Use of dictionary
- d. Use of encyclopaedia
- e. Use of library card files
- f. Use of other bibliographic aids
- g. Use of skimming in search of information

2. Ability to comprehend informational material

- a. Application of general comprehension skills listed under A,2
- b. Development of specific skills needed by special subject matter, e.g. reading of arithmetic problems, reading of maps, charts, and graphs

3. Ability to select the material needed

4. Ability to organize what is read

- a. Ability to summarize
- c. Ability to outline

+ Albert J. Harris: How to Increase Reading Ability, A Guide to Developmental and Remedial Methods. New York: Longmans, Green and Co. Inc., Third Edition, 1956, pp. 12-14.

Reading Skills for All Grades (continued)

C. Recreational Reading

1. Development of liking for reading as a voluntary leisure-time activity
2. Development of ability to locate interesting and enjoyable reading matter
3. Satisfaction of present recreational interests and tastes through reading
4. Development of more varied, more mature, and more refined reading tastes
5. Development of a liking for oral reading as a means of entertaining others
6. Development of discriminative taste with regard to library merits of reading matter.

Primary Reading Skills

The following is a list of primary reading skills in the sequence in which they should be formally taught. These skills are begun in grade one, developed and refined throughout the school grades.

Phonetic Analysis Skills

(i.e. Sensory Discrimination Skills)

Reading Readiness:

1. Recognition and reproduction of word sounds, such as near and far, high and low, etc.
2. Recognition and reproduction of nursery rhymes and rhyming words.
3. Recognition and reproduction of animal, boat and train sounds, etc.

Structural Analysis Skills

Pre-Primer:

1. Reproduction of rhymes and rhythms.
2. Auditory discrimination of words beginning with the same initial consonant (ball, bed, baby, etc.). It is very important to establish auditory discrimination skill before the visual discrimination skills are introduced.
3. Ability to supply other words with the same initial consonant sound.

Primary Reading Skills (Continued)

Phonic Analysis Skills

Primer: auditory-visual discrimination of initial consonants (single letters) c(K), d, f, h, l, m, r, s (see) j, t, w, b, k, n, p, g.

1. Hearing and seeing initial consonants (single letters).
2. Substitution of initial consonants is begun at the primer level. Rhyming elements (e.g. make cake; house, mouse, soon, moon, etc.)

First Reader:

1. continued application of initial consonants. Initial consonants (single letters) k, v, y.
2. Final consonants (single letters) d, g, k, l, m, n, r, s, (yes) s, (was) t.
3. Rhyming elements e.g. brown down, town
4. Initial consonant blends (two letters) bl, br, cl, fl, fr, gl, gr, pl, pr, sn, st, tr, tw, wh (where)

Second Reader: - Grade 2

1. Initial consonant blends (two letters) ch (change), sl.
2. Final consonant blends (two letters) ch, (reach), ld, nd, nt, st.
3. Initial consonant diagraphs: sh, (should) th (voiced and voiceless, this, think)
4. Final consonant diagraphs: ck, ng, sh.

Structural Analysis Skills

A. Primer

1. word variants (a) Verbs by adding s, ed; d, ing. (b) nouns, by adding s.
2. Compound words. Observing that the word "grandfather" is composed of the two words "grand" and "father".

B. First Reader

1. Analysis of compound words continued.

C. Second Reader - Grade 2

1. Word Variants

- A. Verbs
- I. by adding "ed"
 - II. by adding "ing"
 - III. by doubling the final consonant and adding "ed".
 - IV. by changing "y" to "i" and adding "ed".

B. Nouns

- I. by adding "s" to make plurals
- II. by adding "es" to make plurals
- III. by changing "y" to "i" and adding "es".
- IV. by making possessive forms

Second Reader (continued)

5. "Long sound" of vowels
 - (a) open accented syllables: vowels "e" and "o" (me, go)
 - (b) final "e", "a", "i", "o" and "u", (game, time, pole, etc)
 - (c) vowel diagraphs: ai, ay, ea, ee, oa, ow (grow)
 6. "Short sound" of vowels in closed syllables: (cat, trap, land, etc.)
 7. Diphthongs: ow, ou, (cow)
 8. Effect of "r" on preceding vowel: ir, ur, er, ar, or.
 9. Rhyming elements: say, hay: boat, goat, etc.
 10. Sounds of Homonyms: road and rode, etc.
- C. Adjectives
 - i. by adding "er"
 - ii. by adding "est."
 2. Compound words
 3. Syllabication
 - (a) meaning of syllable
 - (b) syllable phonics
 4. Recognition of contractions
 5. Derivatives
 - (a) roots and stems
 - (b) suffix "y" & "er"
 - (c) prefix "un", "dis", "re"
 6. Alphabetical sequence leading to dictionary usage.

Third Reader:

1. Initial consonant blends: "q" (kw), sl, sw
 2. Initial consonant blends (three letters) sq (skw), str, thr, etc.
 3. Final consonant blends: ft, nk.
 4. Initial consonant digraphs: kn, wr,
 5. Final consonant trigraphs: ght.
 6. Hard and soft "g" and "c".
 7. Diphthongs: oi, oy.
- D. Third Reader
1. Recognition of syllable divisions of words:
 - (a) auditory perception of syllables
 - (b) meaning of syllables
 - (c) visual perception of syllables
 2. Application of principles of syllabication
 - (a) double consonants between two vowels
 - (b) single consonant between two vowels
 - (c) consonant before final "le"
 - (d) suffix "ed" preceded by "d" or "t"
 3. Syllable phonics
 4. Hyphenated compounds
 5. Common suffixes & prefixes y, ly, er, en, ful, ness, able, less, un, dis, re, im, ish
 6. Dictionary usage.

Outline of a Programme of Corrective Instruction in Reading +

<u>Disability to be Corrected</u>	<u>Instructional Techniques</u>	<u>Useful Instructional Material</u>
Sight Vocabulary	Individualized and group practice on word recognition through the use of word games. Wide reading of easy material. Audience reading. + <u>Kinesthetic</u> or tracing method for pupils with persistent difficulties in word recogni- tion.	Commercial and teacher-made word games. Books of high interest level and low vocabulary level. Commercial and teacher-made games.
Word Analysis	Individualized and group practice in visual and audi- tory discrimination or words. Word games which provide practice on the skills of phonic and structural analysis. Wide reading of easy material	Exercises providing practice in phonics. Workbooks in phonics. Books of high interest level and low vocabulary level.
Meaning Vocabulary	Emphasis on word meanings involving practice on root words, prefixes, suffixes, synonyms, antonyms, semantics. Development of an interest in words and emphasis on vocab- ulary building.	Teacher-made developmental exercises in word meaning. Workbooks in word meaning. The dictionary
Comprehension	Practice in developing the basic skills in comprehen- sion Oral and written book reports.	Developmental assignments in work-type reading. Workbooks in comprehension.
Speed of Reading	Wide reading of easy materials. Use of tachistoscope or other flashmeter device to improve the child's speed and accuracy of visual perception and to increase his recognition span. Use of reading rate controllers or accelerators to stimulate more rapid reading.	Books of high interest level and low vocabulary level. Commercial and teacher-made slides. Book or pamphlets used in recreational reading.

+ Quoted with permission from Henry Holt and Company, Inc. New York, N.Y., U.S.A.,
Publisher of Torgerson and Adams' Measurement and Evaluation for the Elementary
School Teacher.

+ ADVISEMENT - Available upon request from Auxiliary Education Services,
559 Jarvis Street, Toronto 5, Ontario.

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THE HISTORY OF THE UNITED STATES OF AMERICA
FROM 1776 TO 1876

CHAPTER I
THE FOUNDING OF THE NATION
1776-1789
The American Revolution was a struggle for independence from British rule. It began in 1776 when the Continental Congress declared the United States to be a new, sovereign nation. The war lasted until 1781, when the British evacuated the colonies and returned to Europe. The Treaty of Paris in 1783 recognized the United States as an independent nation.

CHAPTER II
THE EARLY YEARS
1789-1800
The new nation faced many challenges in its early years. The Constitution was ratified in 1787, and the first Congress met in 1789. The country was divided into Federalists and Republicans. The Federalists, led by Alexander Hamilton, favored a strong central government. The Republicans, led by Thomas Jefferson, favored a weak central government and strong state governments.

CHAPTER III
THE GROWING NATION
1800-1820
The United States continued to grow in size and population. The Louisiana Purchase in 1803 doubled the size of the nation. The population grew from about 3 million in 1790 to about 10 million in 1820. The economy began to develop, with agriculture and manufacturing becoming the main industries.

CHAPTER IV
THE WESTWARD MOVEMENT
1820-1840
The United States began to expand westward. The Louisiana Purchase opened up a vast new area of land for settlement. The Oregon Trail and the California Trail became major routes for westward migration. The discovery of gold in California in 1848 led to a massive influx of people to the West.

CHAPTER V
THE CIVIL WAR
1861-1865
The Civil War was a conflict between the Northern states and the Southern states. It began in 1861 when the Southern states seceded from the Union. The war lasted until 1865, when the Southern states were defeated. The war resulted in the abolition of slavery and the preservation of the Union.

